DOCUMENT RESUME

ED 413 387 UD 031 977

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TITLE	An American Imperative: Accelerating Minority Educational Advancement.
ISBN	ISBN-0-300-05793-8
PUB DATE	1995-00-00
NOTE	393p.
AVAILABLE FROM	Yale University Press, P.O. Box 209040, New Haven, CT 06520-9040 ($35).
PUB TYPE	Books (010) -- Opinion Papers (120) -- Reports - Evaluative (142)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	*Academic Achievement; Access to Education; Achievement Gains; Cultural Differences; Demography; *Disadvantaged Youth; *Educational Change; Elementary Secondary Education; *Equal Education; Higher Education; *Minority Groups; Racial Differences; Sex Differences; Standardized Tests; Test Results; Urban Schools

ABSTRACT

The central purpose of this book is to help leaders and professionals in government, education, business, philanthropies, and the media think about what needs to be done to ensure that minorities reach educational parity with the majority population as soon as possible. Chapter 1 discusses society's interest in the educational advancement of minorities. Chapter 2 examines U.S. trends in majority and minority educational attainment. In Chapter 3, the focus is on educational achievement and differences among racial and ethnic groups on standardized tests. Chapter 4 lays the ground work for the exploration of why achievement and educational attainment gaps between minorities and whites persist. These gaps are examined in greater detail in Chapter 5, and Chapter 6 explores whether standard measures of socioeconomic status (family income and parent education) account for differences in academic achievement. Chapter 7 considers differences in standardized test scores in more detail. Chapters 8 and 9 consider prejudice and discrimination and the roles they have played in academic underachievement. Chapter 10 reviews research on the relationship of cultural differences to academic achievement, and Chapter 11 provides estimates of the variation in education-related family and school resources available to minorities. Chapter 12 offers criteria that can be used to set priorities for accelerating the educational advancement of minorities, and Chapter 13 considers the larger meanings of the changing demographics of the United States. (Contains 61 references.) (SLD)

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